Jennings County High School
School Improvement Plan

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Rev.9/9/16

JENNINGS COUNTY HIGH SCHOOL
SCHOOL IMPROVEMENT COMMITTEE
2016-2017

ROLE	MEMBER	TERM	PROXY
Co-Chair Educator	Tom Black	2	Johnny Bright/Mike Green
Co-Chair Educator	Mary Lynn Whitcomb	4	Ed Ertel
Educator	Stephanie Hart	3	Taryn Kent
Educator	Molly Vaughan	3	Josh Creech
Educator	Anne Poore	3	Ryan Cummings
Educator	Bill Doebbler	3	Kim Graham
Educator	Gina Hackman	4	Brad Morris
Educator	Andy Dean	4	Brad Briggs
Educator	Neil Snyder	2	Tricia Losey
Business	Baron Wilder	5	Wally Glover
Community	Chad Speer	5	Paul Eder
Classified	Cheryl Ward	1	Annette Sims
Parent	Jeff Green	5	Susan Kinney
Student	Sydney Gerkin	2	
At-Large	Seth Hulse	4	

Introduction

Jennings County High School's Improvement Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. The plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The components used in this plan are based upon the Indiana Academic Standards required in Public Law 221.

This plan is a living document that describes JCHS and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs and school partnerships. The plan also describes how we intend to increase student learning, our ultimate outcome. The School Improvement Committee was involved in developing the narrative for our plan based on representation from the entire staff.

Please enjoy this comprehensive report as it provides documentation of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

Copies of the JCHS School Improvement Plan are available in the main office at the school and at the district office located at 34 Main Street, North Vernon, Indiana. The plan may be viewed or printed from the school's website at http://jchs.jcsc.org/.

The Staff of JCHS

Plan Components

WAIVERS

Jennings County High School's School Improvement Plan is addressing all the requirements of PL221 and, therefore, is requesting that no statutes or rules be waived.

Description and Location of Curriculum

The curriculum of Jennings County High School is continuously being reviewed and updated by the school's administration, School Improvement Team, and staff. The Jennings County High School curriculum is compliant with the standards established by the Indiana Department of Education.

Jennings County High School students are offered a variety of educational opportunities. They may earn one of three types of diplomas: Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors. A general education diploma is available to students who opt out of the Core 40 diploma after their sophomore year.

Course descriptions have been submitted to the State for Academic Honors and Core 40 approval. Students are made aware of the Academic Honors and Core 40 through meetings, the student handbook, and the new student curriculum guide. Tutorial help is made available to students needing additional assistance on any level through the Panther Academic Lab. Jennings County Schools encourages students to achieve the Academic Honors Diploma.

Special information concerning schedules, credits, required and elective courses, college and trade school information and vocational guidance may be secured from the guidance office. Information concerning test results and their applications are also available from the counselors. Students are encouraged to make use of the available guidance services and to secure as much information as possible before making decisions that affect not only the present but also the future. Each student is required to complete a four-year plan, which includes participation in a career planning course.

In the guidance office students may find college catalogs, brochures, books on vocations, military information, job opportunities, professional vocational opportunities, college loans, scholarships and work study programs. Our students were awarded nearly $500,000 in scholarships last year.

Articulation agreements are in place with various post-secondary institutions allowing students to earn dual credits and early college credits in 36 different courses. Students may participate in internships, apprenticeships, co-op programs, as well as other job shadowing experiences. Ten advanced placement courses are offered in English, mathematics, science, social studies, and art.

The curriculum for Jennings County High School is available at the school and at the district office located at 34 Main Street, North Vernon, Indiana. This year, after research into best-practices, we developed a new Curriculum guide. This guide is available in the guidance office and on the school's website. Appropriate parts of the curriculum are routinely distributed to parents and students including career clusters and pathways.

The following information may be found in Appendix A:
- *New* JCHS Curriculum Guide
- Listing of the institutions and courses with articulation agreements
- Sample four-year planner

Assessment Instruments

The following are types of assessments used in addition to the state mandated end of course assessments at Jennings County High School:

- Core 40 – These comprehensive assessments are designed to determine how well students have mastered the content of a given course as defined by the Core 40 Standards. Core 40 End of Course Assessments will be administered in Algebra I and English 10 per the state testing schedule. ISTEP+ will be administered to Biology I, English 10, and any sophomores currently taking Algebra I for the first time. The results of these assessments will aid in determining areas of strength and areas needing improvement in skills work for students.
- Advanced Placement – A grade of "3" or above will earn college credit at any state-supported college or university as stated in House Bill 1135. The Advanced Placement assessments are given at the end of the school year. These results are used by post-secondary institutions.
- PSAT – This is a preliminary SAT which also serves as a route of entry for the National Merit Scholarship competitions. The PSAT is given to sophomores and juniors in October.
- SAT – This is a college entrance examination that assesses English and mathematics. The SAT is given at Jennings County High School in October, November, December, January, March, and May. The students have the opportunity to take the test at other sites in November, December, January, March, and/or June.
- The Accuplacer exam is given to those students not taking the PSAT to determine their level of college and career readiness.
- SAT II – These are specific subject tests for college admission or placement. The SAT II is given the same dates as SAT I.
- ACT – This is a college entrance examination that assesses English, mathematics, reading, and science reasoning. The students have the opportunity to take the ACT each month.
- Acuity/NWEA – This is an online-benchmark assessment and RTI program. Students take part in benchmark assessments three times per year and the online activities are then used extensively in our mandatory remediation/enrichment programs
- All classes at JCHS are required to administer final exams.

Parent and Community Involvement

The collaboration among students, parents and the community is a vital and integral part of the JCHS family. They volunteer an estimated 15,000 hours per year to make our students' educational experience a positive one. The following are examples of their participation:

Parents in School

1. Parent organizations (band, choir, orchestra, FFA, athletics)
2. Parent/Teacher Conferences (2217 in October 2015)
3. Over 1200 parents visited the school's "Pantherfest" showcase (March, 2016).
4. Attendance at yearly transitional planning meetings
5. Organization of After Prom
6. Chaperones for field trips
7. Work in concession stands
8. Volunteer coaches and help at sporting events
9. Presenters at academic and athletic awards banquets
10. Parental participation on textbook adoption committee
11. Business and community participation in Career Day
12. Access to student grades and information via the Skyward software system

Community in School

1. Business and college partnerships
2. Career Day
3. Career Planning Class
4. Community and Business involvement in "Pantherfest"
5. ETC-Job Fair

Students in Community

1. Internships
2. "Take Your Child to Work Day" (parents allow their children to job shadow their work experience)
3. Business and community participation on various school improvement-related committees
4. Partners in Education
5. Marketing
6. Youth Leadership Academy
7. JAG
8. PVE

Public Relations

1. Recipients of approximately 2,500 Panther Paws (positive notes) per year
2. Recipients of approximately 90 Student-of-the Month awards
3. Website
4. Comcast Cable Channel 96 and Cinergy-Metronet Channel 2
5. Monthly e-Newsletter from staff/guidance/administration
6. *The Plain Dealer and Sun* newspapers
7. Jennings Sunday section of the *Columbus Republic*
8. WJCP Radio
9. "Pantherfest"
10. JCHS has over 4,000 friends on Facebook
11. JCHS has over 2,000 followers on Twitter
12. JCHS was spotlighted on PBS as a rural-school success story, October 2015.
13. JCHS was also spotlighted in a two-page color-feature in *The Plain Dealer and Sun*, April, 2015

In order to maximize parental involvement in the future, Jennings County High School will focus on comprehensive technology review which includes: electronic portfolios, grade access for students and parents, individual teacher websites, professional development, blogging and wireless internet. The JCHS possibly could utilize the T.V. Production class to produce an infomercial promoting parental involvement as well.

Access to Learning Aides and School Resources

1. On-line Library Catalog. JCHS has a complete catalog of books and movies housed in its library available on the web so that students may reserve books, check account status, and obtain bibliographical information via the internet.

2. Virtual Library. JCHS has a collection of over thirty e-book reference resources that are accessible via the school website. In addition, the school has four other data bases that contain on-line encyclopedias, reference resources, newspapers, academic journals, videos, and podcasts that are accessible to students, parents, and the general public.

3. Textbook Companion Websites and several open-source textbooks are utilized for instruction.

4. Homework Helpline. JCHS also promotes the utilization of the Rose-Hulman University Math and Science Homework Hotline available to students and parents at 1-877-ASK-ROSE.

5. Many JCHS students have been able to recover credits via the internet using the online Edgenuity learning system.

6. Access to student academic performance. Parents have 24 hour access to their student's academic performance through Skyward, our student-information system. This may be accessed through the school website with the student's/parent's username and password.

7. On-line educational support resources. Students and parents may access a plethora of online curricular support that the teaching staff introduces them to.

8. All JCHS students will have a laptop computer for the 2016-2017 school-year. The devices will be incorporated into all aspects of instruction. In addition, the devices will be used for all End of Course Assessments.

A Safe and Disciplined Learning Environment

To provide safe educational environments for all students in Indiana, the Indiana State Board of Education has adopted administrative rule (511 IAC 6.1-2-2.5) and the Indiana General Assembly has passed law (IC 5-2-10.1-9) to improve school safety. The new law requires every Indiana school corporation to designate a school safety specialist. The school safety specialist will coordinate the safety plans of each school in the corporation and act as a resource for other individuals in the school corporation on issues related to school discipline, safety and security.

Jennings County School district has not only a designated specialist, but also nine other safety specialists. All four of the high school administrators are school safety specialists certified through the Indiana School Safety Specialist Academy and the Indiana Criminal Justice Institute. The three building level specialists, in conjunction with the Crisis Response Team (nine faculty members of different expertise), are prepared to respond quickly, efficiently, and appropriately if and when an emergency arises. The Crisis Response Team meets once a semester to keep updated on any changes or updates in the crisis intervention plan.

Jennings County High School believes the safety of the students and staff must be of the utmost importance. The crisis preparedness plan, the Crisis Response Team and the school safety specialist believe the focus of school safety should be:

- Preventing a crisis
- Responding to a crisis
- Containing a crisis
- Providing support during and after a crisis
- Helping to avoid a future crisis
- A copy of the School Emergency Preparedness Plan, all monthly fire/emergency drills and severe weather emergency drills may be obtained in the main office of the high school.

Jennings County High School makes every effort to insure a non-threatening learning environment. Visitor access is limited with an additional set of security doors. Visitors are to report to the main office to sign in and are issued visitors' badges. All outside doors, with the exception of the main office door, are locked during the school day. In case of an emergency the entire school maintains a "lock down" procedure in which, not only are all outside doors locked, but students must remain in classrooms and classroom doors are locked. Intruder drills are conducted each semester to practice the lock down procedure. On-going communication with faculty and staff takes place via memos and e-mail.

Students are expected to adhere to the Jennings County High School Code of Conduct. Copies of student handbooks may be obtained in the main office and guidance office of the high school.

Information relating to suspension, expulsions and possession of alcohol, drugs or weapons may be found in the Data Section of this plan.

Jennings County School Corporation has trained all teachers and administrators in the "Time to Teach" method of behavior management.

Technology as a Learning Tool - 2016

Jennings County High School's technology program is based on the corporation's on-going technology development plan. The technology program's objective is to provide support to teachers in planning and presenting quality, engaging, work-oriented instruction and assist students in accomplishing tasks.

Jennings County High School provides students and teachers with the opportunity to develop skills through the JCSC's 1:1 initiative. Students and teachers are not required to demonstrate a proficiency level utilizing the software or hardware. Rather, teachers and students are encouraged to explore and develop the skills they need to accomplish the goals they have set for themselves. The technology department is continuously attempting to update all hardware and software. Additionally, all teachers will develop three e-learning days in preparation for the 2016-17 school year.

Current Status: All JCHS students will have a laptop computer during the 2015-2016 school year. The technology staff has electronic tracking of repairs and monitors the necessary replacement of equipment. There are two full time computer technicians and one full time assistant for technology in the high school. All computer labs have been phased out as a part of the District's 1:1 initiative. The Media Center can accommodate two classes and has several open computer stations.

Internet Connectivity: During the spring of 2014 a new server and updated wireless network was installed in JCHS which provides improved internet access throughout the building. Additionally, our ingress/egress ratio was corrected allowing for smoother connectivity throughout the District especially during spring testing-windows our most vulnerable time. Previously, the district was upgraded to a fractional T3 Internet connection (Above 5.0 million bits/second) allowing the entire district to connect at five times the previous T1's speed. Each school is now connected to the Internet backbone at a T1 speed (1.5 million bits/second). Overall the school interactivity has been increased from at least five fold to ten fold in the last several years.

Project Lead the Way: Project Lead the Way Inc. (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. PLTW courses offered at JCHS include: Introduction to Engineering Design, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing, Civil Engineering and Architecture, and Engineering Design and Development. The PLTW Bio-Medical Science Program was initiated during the 2008-2009 school year with the introduction of the Principles of Bio-medical Science course. The second course in the sequence, Human

Body Systems, was implemented during the 2009-2010 school-year and the third course, Medical Interventions, in 2010-2011. Biomedical Innovations, the final course in the sequence, was offered during the 2011-2012 school year completing the series of PLTW Biomedical courses.

Community Interaction through Technology: In a recent poll, 60% of the community said they rely on either the district web pages, the school channel available on cable television and internet streaming, to stay in tune with their schools. The web page offers unlimited access to teacher email, relays to the community the daily status of school closure/delay or simple information like the lunch menu. The school's cable channels/Internet presence offers 24/7/365 display of school news, non-profit community news, humane society, community plays and movies, church events, United Way, birthdays, school delays/closings, recycling center, school events, live broadcasts of sporting events, live broadcast of graduation and playing other school broadcast news programs keeps our community in touch with schools, and allows, the display of students' use of technology. This is streamed to the Internet and many events are watched live anywhere in our country or in the world.

JCHS Facebook/Twitter Pages: In an attempt to efficiently communicate with our public, JCHS is now utilizing Facebook and Twitter as an informational tool posting up-to-date messages to over 4,000 Facebook friends and 2,000 Twitter followers.

The Webpage: The Webpage is one of the primary outreaches between the schools and the public. The webpage also shows school schedules, current job openings, and a form that teachers can create a trouble ticket for computer problems, teacher email and phone contacts, food menus, school news, and common curriculum links. The web page was designed and created for student, teacher and community use. The new webpage will be through FinalSite.

Cable Television: In 2001, Comcast Cable began to offer our school channel 24/7/365. In 2009, CinergyMetro Net began to televise our school channel to their customers. Jennings County School's programming is now seen in three counties and 38,000 homes. Programming includes live sporting events, orchestras, choir concerts, dramas, and graduation shown live. The channels have allowed schools to be a servant to the community by displaying "boil water advisories", school delays and closings. The channel is a valuable tool for staying in touch with our local public.

Channel One: Channel One is a news program televised to our high school, four elementary schools, the central office, and the entire television community. Thanks to their digital recorders, we now download and record monthly programs intended for cross-curricular subjects. This DVD library now numbers over 2,000 titles and these programs are at no cost and are commercial free.

Skylert: Parents are now able to be notified of school cancellations, school delays, or other important information by cell phone, text-message, or email through this program.

Library Automation: The school district, including the high school uses the Follett library software package and keeps track of the high school 15,500 item inventory.

Creative Programming: Students using the new Adobe Creative Suite CS5 have now won 39 national video awards and ten state awards for non-broadcast video. Jennings County is the only school in Indiana to have the national Telly award, many of our national awards exists only here in Jennings County High School.

Using Internships in Newspapers: Jennings County High School has two seniors writing for the Columbus Republic newspaper. Thanks to the Internet, it is now possible for a JCHS student to complete an internship at an "out of county" place of employment. Reaching our community through the cable and newspapers has been a highly effective way to broadcast to not only our students, but the community in general. Technology makes that happen. During the 2015-2016 school-year and continuing throughout the summer, JCHS students had over 50 articles published in the Jennings County section of the Columbus Republic.

Web Page Design Class: JCHS offers a web design class that teaches the basics of Internet Webpage design and allows the students to acquire "real world" experiences in updating the school's webpage and designing their own webpage. Photoshop and HTML editing software is taught.

Yearbook: The high school yearbook is designed and saved at the company that prints the yearbook. This external movement has allowed for faster creation and increased the volume of data being saved and archived. The high school publication, the Bugle, is distributed on-line and in color.

Business Department: Classes prepare the students for use in Microsoft software. Students gain knowledge and expertise in Microsoft Excel, Word, PowerPoint, and Access. Additionally, we re-introduced Business Law as a dual credit through Ivy Tech in 2015-16. We are also pursuing the addition of Digital Applications this year, 2016-17, also through Ivy Tech.

Technology Outreach: Digital camera, projector, laptop and large screen television support is provided in our media area in assistance to technology learning. These materials are available for checkout to supplement teaching resources.

LCD Projectors: Over the past several years all classrooms at JCHS have been equipped with LCD projectors through building additions, the Cadre II Technology Grant, and the use of stimulus funds. JCHS classrooms are also equipped with Apple TV to connect the teachers' iPads with the LCD projectors in their classrooms. Through 5-Star Technologies we're looking at adopting a common platform for the 2016-17 school-year as we move to become a 1:1 District.

Interwrite Mobi Devices: In conjunction with the installation of the LCD projectors, the same classrooms have been equipped with Interwrite Mobi devices. The Interwrite Mobi and

Interwrite Mobi System is the industry's first multi-user interface designed specifically to support student-centered, collaborative learning. The teacher and student can concurrently interact with and contribute to the same digital content - ideal for team activities, learning simulations, student exploration, and more!

On-line Courses: The staff continues to develop and use on-line curriculum and courses through programs Google Drive, Google Classroom, and e-Textbooks

One to One Computer Initiative: Upon the start of the 2014-2015 school year, all JCHS students will have a laptop device. Our staff will continue with training on how to effectively incorporate the laptop into instruction throughout the 2014-2015 school year and beyond.

On-line Textbooks: JCHS is also exploring the utilization of on-line open source textbooks for classroom use. Social Studies, Business, AP Music Theory, among others have recently adopted e-texts as a part of the 1:1 Initiative.

Cultural Competency Component

The ethnic make-up of Jennings County High School is predominantly Caucasian (93.7%). The remainder of the student population is 0.3% American Indian, 0.6% Black, 0.0% Asian, 3.6% Hispanic, and 1.8% Multiracial. 49% of the JCHS student population meets the requirements for free and reduced lunch. Despite a lack of diversity in our school population, promoting and educating our students about cultural diversity is important to us. Listed below you will find many ways in which cultural diversity and cultural responsively is incorporated into the daily working of our school.

- A corporation language counselor evaluates and properly places students with limited English language proficiency.
- Language and culture are being taught in French, Spanish, German, and Chinese classes.
- World languages class informs and compares a variety of world cultures.
- Saturday Classics - This program is planned and ran by high school foreign language students that introduce elementary-aged students to the Spanish, German, and French culture and language.
- Foreign language clubs.
- Hosting foreign-exchange students.
- German Honor Society
- Booklet on Spanish school-type vocabulary and sayings given to all administrators and counselors.
- Variation of cafeteria lunch menus to showcase the cultural cuisine of different countries.
- Daily words of wisdom are used to teach tolerance and understanding of different races, culture, and religions.
- Many of our staff have been trained in Ruby Payne's "Understanding Poverty" and will participate in "Bridges out of Poverty" training during the 2012-2013 school year. Several who are not will be training in spring 2016.

English as Second Language (ESL)
And/or
Limited English Proficient (LEP) Policy

Jennings County Schools will follow and adhere to the guidelines and laws set fourth by the Federal Title III program and the Division of Language Minority and Migrant Programs within the Indiana Department of Education for the identification, testing and development of Individual Education Plans for ESL/LEP students. The district has developed a set of procedures
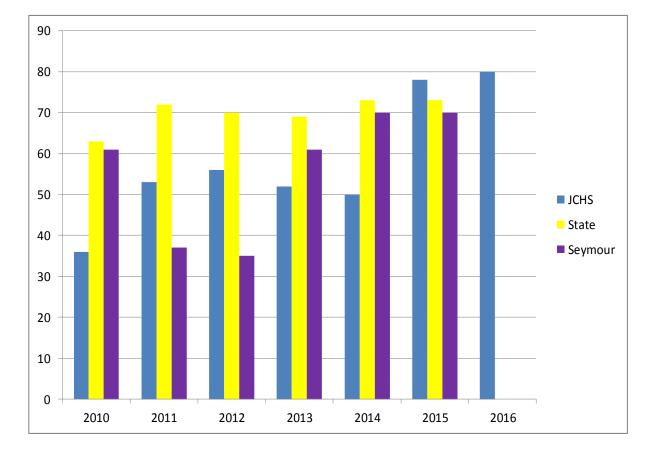
and a program that guides JCS staff when enrolling and providing educational opportunities for ESL/LEP students. (See the JCS English as a Second Language (ESL) Policy /Program)

Action Plan

The main goals that we will be working towards are:

1. **Improvement in student performance on the Algebra I ECA/ISTEP+.**
2. **Improvement in student performance on the English 10 ECA/ISTEP+.**
3. **Increase the number of students passing both the Algebra I and English 10 ECA/ISTEP+ before graduating after failing their sophomore year.**
4. **Improvement on the school graduation rate.**
5. **Improvement in the school attendance rate.**

Goal #1:   Student performance on the Algebra I ECA/ISTEP+ for the Sophomore cohort group will be at 80% for the 2016-17 school-year and will increase by 2% in each additional year. We are, however, reserving the right to change these percentages pending the outcomes of this year's test due to the issues experienced across the state with ISTEP in the 2014-15 school year and 2015-16 being the first year for it at the high school level.

Algebra ECA

Strategy

- **General Data Collection**

A list of high priority websites are as follows:

Questar http://ineca.questarai.com/Admin/

Learning Connection https://learningconnection.doe.in.gov/Login.aspx?ret=%2fDefault.aspx

Acuity www.ctb.com/acuity-assessment

Then we will move to the actual teaching blueprints.

Algebra 1 Blueprint
 http://www.doe.in.gov/sites/default/files/assessment/algebraigradexamblueprint.pdf

 Ready Set info A1 http://www.doe.in.gov/sites/default/files/assessment/alg-i-released-items-spring-2013.pdf

Administration/Data Team will gather Sophomore Cohort members current pass rate on entry.

Administration/Data Team will gather Sophomore Cohort members who still need to pass in the current year.

Administration/Data Team will gather 11-12 students who still need to pass by senior year.

Teachers/Data Team will develop Scope and Sequence of materials to be taught.

Teachers will develop common assessments at corresponding dates to ensure consistency.

Teachers will administer Algebra 1 Acuity. (Digital data-wall will be tracked and shared via Google Docs)

Administration/Data Team will adjust data walls based on students' results from Acuity exam, ISTEP+, and other benchmarks.

Teachers will progress-monitor in the classroom by establishing and updating student data binders.

- **Digital Data Wall Assembly**

Students will be included on a digital data wall in one of two categories. (Sophomore Cohort & 11/12 Cohort)

Students who have passed by cohort will be represented by a pass rate and overall number only.

Categories will be established by cut score deficiency in multiple ranges. (Ranges may vary depending on student population meeting each category.)

Algebra I students will be placed in one of 5 categories based on their ISTEP+ results from their 8th grade year. A = Pass+, B Pass more than 25 points above cut score, C = 0-25 points above cut score, D = -1 to -25 points below cut score, F = More than -25 points below cut.

The passing cut score will be noted on the Data Wall for all to see and use as a motivator for students.

- **Classroom Data**

Teachers will have overarching daily objective listed on each whiteboard or overhead.

Teachers will use pre-tests to determine entry mastery levels. (No variation from 90% mastery before opting out)

Teachers will use formative/entry tests below 90% in correlation with summative/exit test (Finals) to establish classroom growth and remediation needs. Data Team will monitor and remediate students in this process.

Teachers will re-teach, organize bell ringers, share in RTI information, and best practices to maximize overall impact on teaching of concepts. (Collaboration is key.)
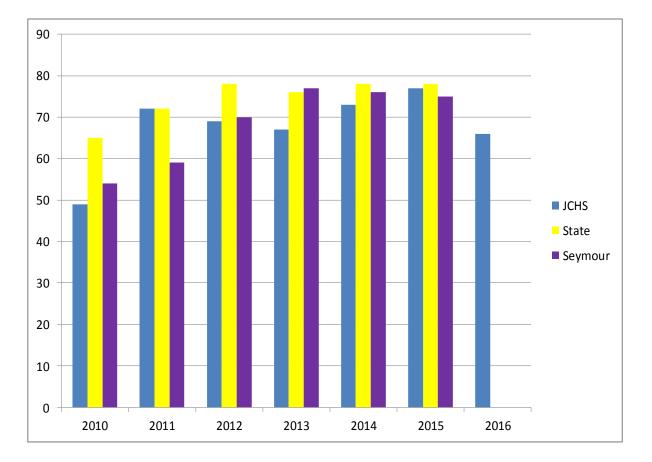
Grades will be tracked along with entry/exit exams, as well as, Acuity results. At the end of the year there SHOULD be a positive correlation between classroom grades and ECA results.

- **Student Owned Data**

Students' Acuity scores and other benchmark assessments are tracked and shared as a part of our school-wide remediation/enrichment initiative.

Students will utilize a combination of Acuity and teacher-directed activities to show mastery in specific skill-areas particularly in the area of Power Standards.

Goal #2:   Student performance on the English 10 ECA/ISTEP+ will be at 79% for the 2016-17 school-year and will increase by 2% in each additional year. We are, however, reserving the right to change these percentages pending the outcomes of this year's test due to the issues experienced across the state with ISTEP in the 2014-15 school year and 2015-16 being the first year for it at the high school level.

English 10 ECA

Chart showing English 10 ECA scores for JCHS, State, and Seymour from 2010-2016:

- 2010: JCHS 49, State 65, Seymour 54
- 2011: JCHS 72, State 72, Seymour 59
- 2012: JCHS 69, State 78, Seymour 70
- 2013: JCHS 67, State 76, Seymour 77
- 2014: JCHS 73, State 78, Seymour 76
- 2015: JCHS 77, State 78, Seymour 75
- 2016: JCHS 66

Legend: JCHS, State, Seymour

Strategy:

- **General Data Collection**

A list of high priority websites are as follows:

Questar http://ineca.questarai.com/Admin/

LearningConnection https://learningconnection.doe.in.gov/Login.aspx?ret=%2fDefault.aspx

Acuity www.ctb.com/acuity-assessment

English 10 Blueprint
 http://www.doe.in.gov/sites/default/files/assessment/eng10gradexamblueprint.pdf

 Ready Set info E10 http://www.doe.in.gov/sites/default/files/assessment/s13-eca-eng-10-scoring-notes.pdf

Administration/Data Team will gather Sophomore Cohort current pass rate on entry.

Administration/Data Team will gather 11-12 grade student numbers who still need to pass the ECA.

Teachers/Data Team will develop Scope and Sequence of materials to be taught. Using CMA Aligned Blueprints provided by the IDOE

Teachers (ENG9 and ENG10) will develop common assessments at corresponding dates to ensure consistency.

Teachers will administer English 10 Acuity. (Student data will be tracked and collected and shared through Google Docs)

Administration/Data Team will adjust digital data walls based on students results from Acuity exams, ISTEP+, and benchmarks.

Teachers will progress monitor in the classroom by establishing and updating student data binders.

- **Digital Data Wall Assembly**

Students will be placed on data wall in one of two categories. (Sophomore Cohort & 11/12 Cohort)

Students who have passed by cohort will be represented by a pass rate and overall number only.

(English this will be your 11-12 graders only)

English students will be placed in one of 5 categories based on their ISTEP+ results from their 8th grade year. A = Pass+, B Pass more than 25 points above cut score, C = 0-25 points above cut score, D = -1 to -25 points below cut score, F = More than -25 points below cut.

The passing cut score will be noted on the Data Wall for all to see and use as a motivator for students.

- **Classroom Data**

Teachers will have overarching daily objective listed on each whiteboard or overhead.

Teachers will use pre-tests to determine entry mastery levels. (No variation from 90% mastery before opting out)

Teachers will use formative/entry tests below 90% in correlation with summative/exit test (Finals) to establish classroom growth and remediation needs.

Teachers will re-teach, organize bell ringers, share in RTI information, and best practices to maximize overall impact on teaching of concepts. (Collaboration is key)

Grades will be tracked along with entry/exit exams, as well as, Acuity results. At the end of the year there SHOULD be a positive correlation between classroom grades and ECA results.

- **Student Owned Data**

Students' Acuity scores and other benchmark assessments are tracked and shared as a part of our school-wide remediation/enrichment initiative.
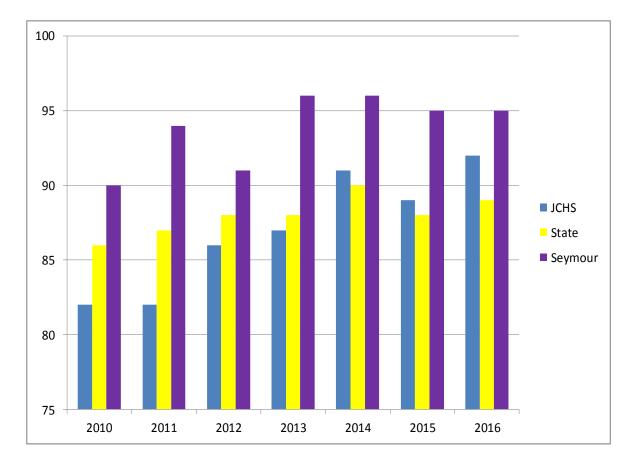
Students will utilize a combination of Acuity and teacher-directed activities to show mastery in specific skill-areas particularly in the area of Power Standards.

Goal #3:   50% of students passing both the Algebra I and English 10 ECA/ISTEP+ before graduating after failing their sophomore year.

Strategy:

By analyzing individual ECA/ISTEP+ testing data, students will be remediated on their areas of weakness. Additionally, those juniors and seniors who have not passed the ECA/ISTEP+ in Algebra I or English 10 will continue taking the predictive Acuity tests to monitor their growth and prepare them for the ECAs. And, will continue in remediation programs to show mastery in tracked areas of weakness. Specific areas of weakness will be tracked by Administration/Data Team.

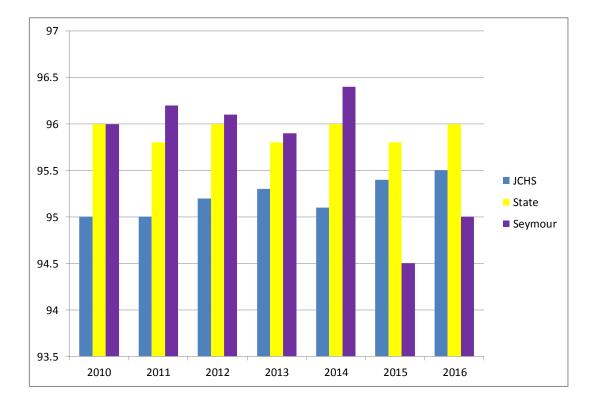**Goal #4:   The school graduation rate will remain at or above 90%.**

Graduation Rate

Strategy:

The class of 2016 will be the second to experience the reduction of mandatory credits for graduation from 48 to 42. This alone should provide a boost to the graduation rate. Innovative programming such as IMPACT and online credit recovery courses should also lead to an increase. Additionally, the Board approved summer extension program (IDOE October 1 completion) will aid in this effort as well. A push to increase the number of students passing the ECAs and, thus, not need a waiver to graduate through data tracking and remediation should also help.

Goal#5:   The school attendance rate will improve to 96.5% and increase by .2 in each following year.

Attendance Rate

S

trategy:

The administration and attendance officer will research and explore innovative methods to improve student attendance.

Professional Development Plan

2014-2015

1. Development of data-based approach to the Algebra I ECA as described in the Action Plan.

2. Development of data-based approach to the English 10 ECA as described in the Action Plan.

3. Continue staff training on the ACE method as our Writing Across the Curriculum model.

4. Continue the implementation of the Westfield model into our Biology I Curriculum to improve ECA results.

5. Attend Professional Learning Communities Conference to begin planning for implementation for 2015-2016.

6. Attend training on the Predictive Acuity test for Algebra I and English 10 assessments.

7. Begin planning to develop Teacher-led Remediation program for Algebra I and English 10 within the school day.

8. Continue to analyze best practices in all areas of the curriculum.

9. Revisiting Core Values, Measurable Goals, and our "Brand" from our work in the "Good to Great" book.

10. Research ways to limit classroom interruptions.

11. Attendance at "High Schools That Work" Summer Conference

12. Teacher training on Laptops and associated software programs and websites.

13. Continue horizontal and vertical alignment of curriculum with the middle school.

2015-2016

1. Continue the development of data-based approach to the Algebra I ECA as described in the Action Plan.

2. Continue the development of data-based approach to the English 10 ECA as described in the Action Plan.

3.   Continue staff training on the ACE method as our Writing-Across-Curriculum model.

4.   Continue the implementation of the Westfield model into our Biology I Curriculum to improve ECA/ISTEP+ results. This includes development and use of common assessments.

5.   Begin implementation of Professional Learning Communities.

6.   Attend training on the Predictive Acuity test for Algebra I and English 10 assessments. And, look at NWEA as a future tool with Pearson becoming the new testing company.

7.   Begin and progress-monitor implementation of Teacher-led Remediation program for Algebra I and English 10 within the school day utilizing certified staff in conjunction with Data Team.

8.   Continue to analyze best practices in all areas of the curriculum.

9.   Revisiting Core Values, Measurable Goals, and our "Brand" from our work in the "Good to Great" book.

10.   Research ways to limit classroom interruptions.

11.   Attendance at "High Schools That Work" Summer Conference

12.   Teacher training on Laptops and associated software programs and websites.

13.   Continue horizontal and vertical alignment of curriculum with the middle school.

2016–2017

14.   Continue the development of data-based approach to the Algebra I ECA/ISTEP as described in the Action Plan.

15.   Continue the development of data-based approach to the English 10 ECA/ISTEP as described in the Action Plan.

16.   Continue staff training on the ACE method as our Writing-Across-Curriculum model.

17.   Continue the implementation of the Westfield model into our Biology I Curriculum to improve ECA/ISTEP+ results. This includes a change in sequence with Biology becoming a sophomore-level course and the continued use of common assessments.

18.   Continue implementation of Professional Learning Communities.

19. Attend training on the Predictive Acuity test for Algebra I and English 10 assessments. And, we will be adopting NWEA as a tool with Pearson becoming the new testing company.

20. Begin and progress-monitor implementation of Teacher-led Remediation program for Algebra I and English 10 within the school day utilizing certified staff in conjunction with Data Team.

21. Continue to analyze best practices in all areas of the curriculum.

22. Revisiting Core Values, Measurable Goals, and our "Brand" from our work in the "Good to Great" book.

23. Research ways to limit classroom interruptions.

24. Attendance at "High Schools That Work" Summer Conference

25. Teacher training on Laptops and associated software programs and websites.

26. Continue horizontal and vertical alignment of curriculum with the middle school.

The committee verifies that our Professional Development Plan complies with the State Board's Core Principles for Professional Development.

Additional Information

Narrative

Community Demographic Data

Population: In 1990 the population of Jennings County was 23,661, in 2013 the population was 28,241, and the projected population for 2020 is 29,415. In 2013 the school age population was 5,289. Census information from 2013 states that there are 1346 nonwhite or persons of mixed race in Jennings County and that there are 1,178 single parent households.

Education: In 2014, 237 of the 326 Jennings County High School graduates went on to higher education. Of those, 140 went to a 4-year school, 80 went to a 2-year school and 17 went to vocational/technical training. 16 graduates entered military service, while 67 planned to enter the workforce. In Jennings County, 85.2 percent of the adults over 25 have a high school diploma or higher. 8.9% of these adults have a B.A. or higher degree.

Income: The per capita income in 2012 was $35,048 annually and the median income was $46,023. The poverty rate that year was 15.7% with the poverty rate among children under 18 at 22.6%. In May 2013 it was reported that Jennings County Schools provides 2,800 children received free or reduced fee lunches.

Birthrate: In 2008 the teen birth rate per 1,000 females age 15-17 (Rate per 1,000) was 31.0.

Employment: Despite a small drop in the unemployment rate, it is still a huge concern for our community. 1,172 people were in unemployed in July 2013 down from 1,662 people in 2011, the unemployment rate is now 8.8% down from 11.0%. The 13,287 member workforce makes up the manufacturing base for the community. Over the years the community has suffered a blow with the closing of several major employers. However, the Muscatatuck Urban Training Center on the State Developmental grounds, the Honda plant in neighboring Greensburg and WindStream Technologies, Inc. have brought some new employment opportunities.

Concerns: The business community is concerned with the apparent lack of communication skills, problem solving skills, math and English skills, attendance rates, and the perceived low graduation rate of the students in Jennings County who do not seek post secondary training. Like students across the state and country, Jennings County students are not always prepared to enter the work force after graduation. The lack of professional and highly skilled job opportunities available locally prevents many of our college graduates from returning to the area.

Hopes: In March of 2011, North Vernon was named as one of two Indiana cities chosen as pilot communities for the Indiana Stellar Communities Grants. The grant should provide approximately 16 million dollars to improve the city.

Other education/training opportunities: In the fall of 2011, The Jennings County Academy of Learning (JCAL) opened offering alternative instruction to approximately 105 students from grades 6-12 who have struggled in the traditional educational environment. The high school portion of this program was relocated to JCHS at the beginning of the 2014-2015 school year. Two teachers and one assistant maintained two classrooms that utilized the Edgenuity system to deliver and monitor online curriculum. Students were a part of the general population in order to take classes not available through Edgenuity. In addition, students from the general student population were able to attend this program for credit recovery purposes. The name of the

program was changed from JCAL to IMPACT. At the beginning of the 2015-16 school year the IMPACT program will adopt a philosophy/curriculum more in-line with the IDOE alternative education initiative http://www.doe.in.gov/cte/alternative-education. The second classroom will continue as a credit recovery program utilizing the Egenuity program.

School Data
There are approximately 1,400 students in Jennings County High School. Over 300 students graduate each year and an average of 70% each year claim to have plans to pursue a post-secondary education each year. Jennings County High School has added at least 60 new courses since changing to a Block 8 schedule format. Students have remediation and assistance opportunities in the school such as: Panther Academic lab, Basic Skills Development classes for freshman who failed the 8th grade ISTEP+ exam as well as a required Study Hall, and a Core 40 ECA remediation lab with Edgenuity software and teacher support. Students with discipline or attendance concerns are served through: Saturday School, ACEP, RESTART, ALSO, and IMPACT. These programs aid students with decision making skills and enable them to remain in school in order to graduate.

Jennings County Schools
Strategic Plan

Our Core Values

We believe that….

- **An open and positive environment promotes respect, honesty and trust;**

- **Lifelong learning encourages creativity, responsibility and productivity;**

- **The partnership among schools, families and the community is essential to the complete educational experience;**

- **Each person is unique and has value;**

- **When each person contributes, the individual and community thrive;**

- **Understanding diversity enhances our lives and community;**

- **Goal setting and high expectations lead to success;**

- **Everyone can learn.**

Our Mission

Our mission is to inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.

Our Strategic Objectives

By 2017, our students will….

- **Identify and pursue the skills needed to continually develop their potential;**

- **Invest time and energy to enrich their community;**

- **Continually be empowered as lifelong learners.**

Our Strategies

We will….

- **Ensure all employees understand, engage in and commit to our mission and strategic objectives;**

- **Ensure our community understands, supports and contributes to our mission;**

- **Align all curricula, programs, services, policies, procedures and resources to achieve our mission and strategic objectives;**

- **Collaboratively develop and implement a plan for using technology to optimize our mission.**

Our Strategic Delimiters

We will not adopt any new program or service unless it….

- **Aligns with and contributes to our mission and/or**

- **Aligns with or reduces current practices.**

We will not allow….

- **"old stories", perceptions or excuses to limit us or our mission.**

High Ability:
Formally Gifted and Talented

The state of Indiana defines a high ability learner as:
A student who: (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests.

Our task as defined by the State of Indiana
School corporations will meet the educational needs of identified high ability students through differentiated curriculum, instruction, and programming options such as cluster grouping, ability grouping (between classes or within class), honors classes, and/or self-contained classes.

In order to accomplish the task as defined by the State of Indiana the following specific tasks must be completed:

1. **Professional development**
   A. The building coordinators will make substantive progress towards becoming certified in High Ability education
   B. The faculty as whole will be encouraged to assist the coordinators with identifying students of high ability.
   C. The faculty will be informed of terminology and the state standards concerning high ability education.
   D. The faculty will be informed about the characteristics of a student of high ability and the characteristics of a good student who may not be of high ability. This will help our faculty assist the building coordinators create an initial pool of candidates for the program.
   E. The faculty will be assisted in learning how improve differentiated instruction so that when honors or AP classes are not available the needs of high ability students can still be met.
   F. The faculty will also need to be informed concerning the ways in which to engage a student of high ability.
   G. The faculty will need to address the difficult issue of equal assessment is not fair. Students of high ability should be allowed to not do "busy work" even when their classmates need to do so. The differentiated classroom training will help with this issue.

2. **Creation of an advisory council**
   A. The council must have members from the community and from within the school.

B. The council will assist the coordinators with the creation and implementation of the High Ability program.

C. The council will be an invaluable asset during the yearly evaluation of the program.

3. **The Selection of students for the program**
   A. Create a list of initial candidates using ISTEP results and include all students that have passes with a PASS+ score.
   B. Additional students can be added to the initial pool through teacher nomination of students that may not score well on the ISTEP. Special attention will need to be given to students whose primary language is not English and students who have learning disabilities.
   C. Narrowing of the initial candidate list will occur through gathering information from the teachers, students, parents, and assessments.
   D. Assessments must include at least one of the following tests: NNAT, OLSAT, Raven's progressive matrices, Stanford Binet Intelligence Scale, or WISC III.
   E. Oral interviews must occur with each student prior to elimination from the candidate list. Careful attention must be given to students whose primary language is not English, and students who have a learning disability. The interview forms will be created by the building coordinators using the state standards as a guide.
   F. Classification each student into one of the following domains:
      i)   General Intellectual
      ii) General Creative
      iii) Language Arts
      iv) Mathematics
      v)   Specific Academic
      vi) Technical or Practical arts
      vii) Visual or performing arts
      viii)   Interpersonal
   G. Invite the students on the narrowed list to join the program.
   H. The process of selection must be clear and documented with a compelling method for excluding students from the invitation list.
   I. All documentation must be made available upon parent request.

4. **The High Ability Program**
   A. Students are required to do the following things to maintain membership in the high ability program prior to their senior year:
      i)   Complete a nine week long project once a semester working with a mentor teacher or approved mentor outside of the school. A rubric for the projects will be developed by the building coordinators and approved by the advisory council.
      ii) Maintain a GPA of 8.0 or above.
      iii) Enroll into at least two honors or AP classes each year.
   B. In During their senior year, the students must do the following things:

     iv) Complete a year long portfolio or project. A rubric for the project and portfolio will be developed by the building coordinators and approved by the advisory council.

     v) Maintain a GPA of 8.0 or above

     vi) Enroll into at least two honors or AP classes.

     vii) Requirements for invitation

     viii)   Requirements to maintain membership

     ix) Requirements for graduation

5. Program Evaluation

A. Collection of student, parent, and teacher feedback on a yearly basis.

B. Creation of a feedback database to collect and analyze this data.

C. Collection of demographic data must occur each year to assess the diversity of the students within the program.

D. Student feedback will collect specific information concerning the complexity of the work they are being asked to do and the level of satisfaction with the work they are asked to complete.

E. Student feedback will also include information about the projects and whether the project was meaningful on many levels.

F. Teacher feedback will help demonstrate the level of complexity of the curriculum being offered to our students of high ability.

G. The building coordinators will be given opportunities to observe the students in the program during their honors classes to help with this evaluation process.

H. Student achievement will be measured by grades in their classes, the performances of their projects, and standardized tests specifically designed for students of high ability.

I. All the results from this evaluation plan will be collated and presented to the school on a yearly basis. This report must describe each component of the program.

J. Once every five years, and outside agency will be asked to conduct an external evaluation of the program.

6. Additional Issues to be dealt with

A. There are very few honors classes being offered. There needs to be a distinction between college prep and honors classes.

B. Some students may be ready to graduate early or skip a grade or two. The ways in which this can happen must be delineated.

JCHS High Ability Initial Plan
Karen Chilman – Coordinator

2007 – 2008 - select coordinators

2008 – summer – coordinators begin matriculation toward certification in HA

2008 – 2009 school year – coordinators meet with other coordinators across the school system to coordinate efforts, student identification process begins, coordinators evaluate current HA efforts by faculty and system, coordinators provide support to the faculty in their work with HA students, coordinators continue work toward certification, specific and measurable goals are set for the HA programming, and a process to evaluate progress is determined.

2009 – 2010 – committee is formed to assist the school in meeting the needs of HA students, coordinators provide support to the faculty in their work with HA students, coordinators continue to work toward certification, student identification is ongoing, progress is measured and adjustments in goals are made.

2010 - 2011 – committee looks at fiscal issues and makes recommendations for budgetary support of the HA programs, coordinators provide support to the faculty in their work with HA students, coordinators should be fully certified by the end of 2011, student identification is ongoing. Progress is measured and adjustments in goals are made as needed.

2011 - 2012 – recommendations regarding budget issues are implemented, committee continues to meet, coordinators continue to support the faculty in their work with HA students, student identification is ongoing, progress is measured and adjustments to goals are made as needed.

2012 - 2015 – JCSC hired a permanent staff position (secondary) in 2013 and added a second position in 2014 (elementary) as directors of HA. These directors have implemented annual conferences, better student-tracking, vertical HA articulation, and improved programming.

2016 - 2017 –

High Ability Curriculum and Instruction Plan

The purpose of this School High Ability Curriculum and Instruction Plan is to ensure that each JCSC school has a plan in place to meet the needs of its high ability learners. The information provided on this plan will be reported to the IDOE on the yearly high ability final report. Plans are to be completed no later than September 1 of the new school year. The original copy of the plan is to be kept on file with the school high ability contact. Copies will also be kept with the Elementary High Ability Coordinator and online in the High Ability Contact Google Classroom.

The school high ability contact should encourage the principal, assistant principal, classroom teachers, and special services staff to give input for the development of the plan. Meeting the needs of high ability students requires all faculty and staff working together to provide appropriately challenging educational opportunities.

Students at JCHS come to us with identification in place from the elementary level. There are occasionally some students that have not been identified, and we find those through PSAT scores and teacher recommendation. Students that have been missed are most often coming to us from out of the district or through the local parochial school. We have been working with the parochial school to find these students at a younger age.

At the high school level, JCSC has enriched/accelerated classes for both English and mathematics, as well as a myriad of other AP/ACP courses. By beginning algebra in 8th grade (or sooner as appropriate for specific identified students) and finishing with Advanced Placement Calculus as seniors, students can receive five years of high school math as well as an opportunity to qualify for college credit through the AP exam. In English, students have an opportunity to take a more challenging curriculum through honors/advanced English classes culminating with the Advanced Placement English courses. AP courses are also available in biology, history, visual art, and chemistry. Dual credit is available for several classes in our schools and students also have the option to travel to nearby college campuses to take classes. Two years ago one of our HA students graduated with over 50 college credits; entering Butler University essentially as a junior level college student as a freshman.

The high school/middle school coordinator has an activity list of High Ability students in the grade book program and contacts the students regularly about opportunities for them. Students often meet with the coordinator to ask about scheduling, college, and for other advisement. Freshman students are invited to meet individually with the coordinator in the first grading period. Other grade levels are invited to meet at times of their needs. Seniors are given a school/course load/college survey near the end of their senior year. The coordinator also records data of graduating seniors and their earned scholarships, post high school plans.

The opportunities for academic competition include Academic Team, Spell Bowl, Scholastic Art and Writing Awards, and local essay competitions. 2016-17 will be the inaugural year for the JCHS Academy of Fine Arts that has a component of choosing either a music or visual arts path, creating a senior showcase, and community service project, as well as holding an exemplary grade point average. Talented visual arts students are also invited to participate in the National Art Honor Society.

<p style="text-align:center">Jennings County School Corporation
Bylaws & Policies</p>

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8510 - WELLNESS

Philosophy

The School Board believes that promoting healthy and safe behaviors among students is an important part of the fundamental mission of schools, which is to provide young people with the knowledge and skills they need to become healthy and productive adults. Improving student health and safety can increase students' capacity to learn, reduce absenteeism, and improve physical fitness and mental alertness.

Nutrition Education and Promotion Goals

A. Nutrition and healthy living skills shall be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to nutrition, health promotion and disease prevention.

B. Each school shall provide for an interdisciplinary, sequential skill-based health education program based upon State standards and benchmarks.

C. Students shall have access to valid and useful nutrition and health information, and nutrition and health promotion products and services.

D. Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

E. Students shall be taught communication, goal setting, and decision making skills that enhance person, family, and community nutrition and health.

Physical Activity and Physical Education Goals

A. The School Corporation will comply with the Indiana Physical Education Standards.

B. The promotion of life-long physical activity will be integrated across the curricula and throughout the school day.

C. The allotted time for physical activity will be consistent with the State guidelines.

D. At the elementary school level, students will engage in physical activity every day.

E. The School Corporation will provide opportunities for physical activity through

after-school programs including but not limited to interscholastic athletics, the implementation and/or the enhancement of intramural athletics, and physical activity clubs.

F. The School Corporation will ensure that all recreational facilities are safe, clean and accessible for all students.

G. Faculty and parents will be encouraged to engage in physical activities with students.

H. Programs and physical activities will be developed for the faculty participation in order to model life-long physical activities and fitness for the students.

Other School Based Activities Goals

A. The School Corporation will encourage the use of non-food items as a reward in schools.

B. The School Corporation will not encourage the denial of student participation in recess or other physical activities as a form of discipline or for classroom make-up time.

C. Food from fast food type restaurants and carbonated beverages will not be permitted to be brought in to the School by a parent or student for their student's or their own breakfast or lunch that will be eaten in the cafeteria.

D. All students' meals and eating areas will be accessible to all students.

E. Dining areas will be clean, safe, attractive, and have enough space for seating all students during their meal period.

F. Schools' fundraising efforts will be supportive of healthy eating.

G. The School Corporation will ensure that drinking fountains are available in all schools.

H. The School Corporation will make efforts to keep School or District owned physical activity facilities open for use by students outside school hours when fiscally possible.

I. Parents, teachers, school administrators, students, foodservice professionals, and community members will be encouraged to serve as role models by practicing healthy eating and physical activity habits.

Nutrition Guidelines for all Foods and Beverages Served on Campus during the School Day Goals

A. Ala Carte, beverage, and vending machine sales will meet the State and Federal requirements and nutrition standards set forth under Senate Enrolled Act 111, and the Healthy, Hunger-Free Kids Act of 2010.

B. Ala Carte sales of food to students will not be allowed at the elementary school level.

C. Ala Carte sales of food to students will not be allowed at the middle school level unless the student has previously purchased and consumed a reimbursable meal.

D. At all schools, vending machines containing foods or carbonated beverages will not be accessible to students during the school day.

E. Healthy food and beverage choices will be offered in vending machines, at concession stands, and at other School functions.

F. The School Corporation will encourage parents to provide healthy snacks and treats, or non-food items, when supplying items for classroom celebrations.

G. Food items supplied for classroom celebrations must follow Indiana Retail Food Establishment Sanitation Requirements, Title 410 IAC 7-24-142 Food Sources, Section 142(b). "Food prepared in a private home may not be used or offered for human consumption in a retail food establishment."

Child Nutrition Program Goals

A. Reimbursable school meals will meet the program requirements and nutrition standards set forth under the Federal Register 7 CFR Part 210 and Part 220, the Richard B. Russell National School Lunch Act, and the Healthy, Hunger-Free Kids Act of 2010.

B. All meals served will comply with Federal, State, and local Board of Health requirements.

C. Breakfast and lunch will be offered at each school.

D. The department will strive to increase participation in the available Federal Child Nutrition programs, such as the National School Lunch and Breakfast Programs.

E. The identity of students receiving free or reduced price meal benefits will be protected.

F. Lunch periods are scheduled as near the middle of the school day as possible.

G. The School Corporation will encourage ongoing professional training for foodservice staff.

Monitoring and Compliance Goals

A. Each school's Wellness Committee will be responsible for monitoring Wellness Policy compliance at their school.

B. The School Corporation shall distribute the Indiana Health Standards to all schools.

C. The Wellness Policy Committee will meet at least once each school year to evaluate the effectiveness of the Wellness Policy, and propose any necessary changes.

D. The School Board will have the final authority to approve or disapprove any changes made to the Wellness Policy.

42 U.S.C. 1751, Sec. 204
42 U.S.C. 1771

Revised 7/26/10
Revised 7/8/13

Revised 7/28/14

Revised 5/6/15

Co-Curricular Activities and
Extra-Curricular Activities

A philosophy of Jennings County High School is that co-curricular activities are an extension of the academic curriculum. Statistics indicate that students who are involved in co-curricular activities perform at high academic levels and remain in school.

Jennings County High School offers a variety of clubs/organizations and twenty athletic activities. Approximately seventy percent of the student body participates in one or more co-curricular activities.

Students participating in extra-curricular activities are expected to adhere to Indiana High School Athletic Association and Jennings County High School board approved co-curricular and extra-curricular codes of conduct. These may be obtained in the Jennings County High School main office and the athletic office.

JENNINGS COUNTY HIGH SCHOOL EXTRA-CURRICULAR CLUBS

Academic Team
Asian Culture Club
Archery Team
Strategens
Book club
Board Game Club
Drama Club
Family, Career & Community Leaders of America
Fellowship of Christian Athletes
French Club
FFA

German Club
Key Club
National Art Honor Society
National Honor Society
Partners-In Education
Spanish Club
Spell Bowl
Student Council
SADD
Jennings County Youth Leadership

JENNINGS COUNTY HIGH SCHOOL EXTRA-CURRICULAR SPORTS

Boys Sports
Baseball
Basketball
Cross Country
Football
Golf
Soccer
Swimming
Tennis
Track
Wrestling

Girls Sports
Basketball
Cross Country
Golf
Soccer
Cheerleading
Softball
Swimming
Tennis
Track
Volleyball

JENNINGS COUNTY HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES

Bands

Bugle

Choirs

Color Guard

Dance Team

Drama

Drill Team

Orchestras

Yearbook

Data

School data available at: <http://compass.doe.in.gov/dashboard/overview.aspx>

IDOE School Improvement and Professional Development

Corporation Level Assurance Form

Superintendent / Exclusive Representative Signatures

Corporation Number	4015
Corporation Name	Jennings County School Corporation

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Superintendent Name (Print)	Terry R. Sargent
Superintendent Signature	*Terry R. Sargent*
Date Signed	9-15-16

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Amber Asche
Exclusive Representative Signature	*Amber Asche*
Date Signed	9/15/16

This signed form should be kept on file at the district office **AND** copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.